Enclosure 6 (Quality Assurance) to TRADOC FY 04 Command Training Guidance.

1. **Purpose.** U.S. Army Training and Doctrine Command's (TRADOC's) Quality Assurance (QA) Program provides assistance and conducts systematic and continuous assessment and feedback of our initial military training, professional military education, reclassification training, and Combat Training Center (CTC) programs. This enclosure provides details of the program.

2. **Policy and Responsibilities.** QA Program policy and responsibilities are in TRADOC Regulation 350-70, Systems Approach to Training Management, Processes, and Products. Specific accreditation policy and responsibilities are in TRADOC memorandum, Subj: TRADOC Accreditation of Initial Military Training, Institutional Leader Development and Combat Training Center Programs, 11 Apr 02. Title XI support to the QA Program is included in TRADOC memorandum, Subj: The Army School System (TASS) Support Structure Realignment Memorandum of Instruction (MOI), 5 Aug 02. In general, responsibilities are as follows:

- HQ TRADOC
  - Command program oversight
  - Program policy, management, and standardization
  - Advisor to CG TRADOC
  - Program resources

- Combat Arms Command
  - Assessment of Professional Military Education
  - Assessment of Combat Training Centers
  - Recommendation of TRADOC proponent school Professional Military Education (PME) accreditation to CG TRADOC

- Army Accessions Command
  - Assessment of Initial Military Training
  - Recommendation of TRADOC proponent school Initial Military Training (IMT) accreditation to CG TRADOC

- TRADOC Centers and Schools
  - Internal and external evaluations
  - Accreditation of Reserve Component TASS Training Battalions

3. **Objectives**.

a. Conduct assessment and provide feedback to Army leaders on whether or not Army initial military training, professional military education, and reclassification training:

- Is being conducted to meet TRADOC-approved standards based on appropriate regulatory guidance, e.g., TRADOC Regulations 350-70, Systems Approach to Training Management, Processes, and Products; 350-10, Institutional

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Leader Training and Education; and 350-6, Enlisted Initial Entry Training (IET) Policies and Administration.

- Meets the needs of the operational force.

- Trains soldiers and leaders to standard on those critical collective or individual tasks determined to be essential to wartime mission, duty accomplishment, or survivability.

- Provides to the field the training support packages for those critical tasks on which the field trains soldiers and leaders.

- Is the right training and education, presented using the right medium, to the right soldier and leader, at the right time and place.

- Ensures Army schools and training centers have the necessary guidance, direction, organization, programs, and resources to conduct that training and education today while simultaneously preparing for the future.

b. Ensure that the CTC Programs meet the needs of the Army and share assistance and ideas with each other.

c. Make quality assurance useful and credible by:

- Conducting quantitative and qualitative accreditation evaluations against the HQ TRADOC Accreditation Standards, as well as AAC and CAC Accreditation Criteria.

- Employing a valid and focused design—answer key questions.

- Providing a tool for program planning to ensure effectiveness of existing programs, phasing out of initial military training (IMT) and professional military education (PME) not meeting the needs of its stakeholders, and development of new programs based on analysis of requirements of the institution's stakeholders.

- Involving the Proponent and its stakeholders as well as outside subject matter experts (SMEs) from HQ TRADOC, Combat Arms Command (CAC), Army Accessions Command (AAC), Warrant Officer Career Center (WOCC), U.S. Army Sergeants Major Academy (USASMA), and others as appropriate.

- Determining findings, developing conclusions, and making recommendations connected to practical actions for improving the quality of IMT, PME, reclassification training, and CTC Programs.

- Documenting and sharing programmatic successes, lessons learned and best practices among leaders, staff, and faculty throughout all Army IMT and PME.

4. **QA Program Guidance.**

a. QA involves assessment and accreditation feedback on the following programs:

- IMT

- PME—less functional training

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- Reclassification training
- The Army CTC Program, focusing on:
  - Observer-Controller (OC) training.
  - Opposing force (OPFOR) and contemporary operational environment (COE).
  - Instrumentation, training aids, devices, simulators, and simulation (ITADSS) validations.
  - System integration reviews facilities.

b. TRADOC Centers' and Schools' QA Programs focus on---

- Internal evaluation:
  - Internal review of programs, processes, and systems.
  - Internal QA and QC functions.
  - Formal self-assessment against TRADOC Accreditation Standards, extant policy and guidance—including the CAC/AAC Accreditation Criteria.
- External Evaluation—how the school and center gets assessment and feedback on its training and education program from its stakeholder:
  - Surveys of graduates and supervisors with respect to training effectiveness (via AUTOGEN or other survey tools).
  - Field feedback from incoming students, web links, interviews, and e-mail.

c. AAC and CAC QA accreditation evaluations of IMT and PME focus on ---

- TRADOC Accreditation Standards and CAC and AAC Accreditation Criteria derived from the Command Training Guidance (CTG) and CAC and AAC commanding generals' guidance.

- Civilian accreditation requirements and functional area-specific requirements. Judge Advocate General (JAG) and Army Medical Department (AMEDD) are examples of schools that may be required to meet specific civilian course requirements to ensure the licensing and certification of selected graduates.

- The AAC and CAC CGs' accreditation recommendation to CG, TRADOC of IMT and PME incorporates other civilian and military accreditation programs, as appropriate. These programs include regional associations of colleges and schools, such as the Council on Occupational Education and the North Central Association of Colleges and Schools, professional organizations such as the American Bar Association, and Joint Chiefs of Staff J-7.

d. Accreditation will be conducted on a three-year cycle, starting in FY04. FY03 assistance visits will be used for trials and validation of the accreditation program (e.g., program design, revised standards, rating instruments, joint QA team standing operating procedures [SOPs], etc.). QA assistance and accreditation visits:

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- Review the Branch Proponent's self-assessment report as well as IMT and PME missions, objectives, goals, organization, and training programs.
- Collect, analyze, interpret, and disseminate data.
- Generate discussion among QA Accreditation Team personnel concerning the data collected and recommendations for change to improve IMT and PME programs.
- Provide recommended changes in the form of an action plan.
- Include approved changes in updated operational plans and planning, programming, budgeting, and execution processes.
- Serve as the basis for accreditation ratings.

e. CAC and AAC QA teams will conduct joint accreditation visits to Proponent training centers and schools. These provide the Proponent's comprehensive assessment and feedback of IMT and PME while minimizing the disruption to the operational and personnel tempo of the institution's staff and faculty, QAOs, and SMEs supporting the accreditation teams. The length of the visit is set at three to five days to minimize disruption to the institution, provide standardization across branches and components, and make best use of limited resources.

f. The accreditation team is comprised of SMEs from HQ TRADOC, CAC, AAC, WOCC, USASMA, the Proponent, a visiting branch proponent and others, as appropriate. This increases the accreditation's usefulness by:

- Using the expertise and objectivity of HQ TRADOC, AAC, CAC, and other SMEs.
- Using the Proponent's expertise and knowledge of its IMT and PME programs.
- Improving evaluation design through increased Proponent involvement—more useful and reliable data.
- Improving the Proponent's and visiting proponent's understanding of the evaluation.
- Increasing the likelihood of programmatic changes being made based on the evaluation findings.
- Making it more credible to the Proponent's stakeholders.

g. Beginning in FY 04, USASMA will synchronize its visits for assessment of active component Noncommissioned Officer Academies (NCOAs) and training institutions' conduct of Primary Leadership Development Course (PLDC) and Phase I Noncommissioned Officer Education System (NCOES Common Core) in Basic and Advanced Noncommissioned Officer Courses (BNCOC and ANCOC) with the shared CAC and AAC schedule so that no more than 90 days' difference exists between the accreditation teams' visits to the academies. Where practicable proponent schools (Phase II) and USASMA (PLDC and Phase I of BNCOC and ANCOC) should coordinate their accreditation of reserve component training institutions within the same fiscal year.

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h. QAOs and QAEs. Located at TRADOC major subordinate commands and their subordinate centers—Maneuver Support Center (MANSCEN), Combined Arms Support Center (CASCEN), and Branch Proponents—should be part of the commander's special staff to provide assessment and feedback to the leadership on the quality and effectiveness of their training programs, especially their IMT and PME programs.

i. TRADOC Major Subordinate Command, Centers, and Proponent QAOs and QAEs provide senior Title XI personnel to assist the assessment of PME and reclassification training in Proponent TASS battalions.

j.   Accreditation initially focuses on IMT and PME courses and programs listed below. The functional course portion of PME and Army civilian education are not currently part of the TRADOC accreditation portion of the QA program. Branch Proponents should include internal evaluations of their functional courses as part of their master evaluation plans, based on available resources. CAC and AAC QAO will provide assistance to Proponents developing pilot courses, given available resources and guidance from their respective commanders.

CAC—PME (Institutional Leader Development)

Officer	Warrant Officer	NCO	OTHER
Officer Basic Course—Basic Officer Leadership Course (BOLC)-Phase III	Warrant Officer Basic Course (WOBC)	Primary Leader Development Course (PLDC)	Western Hemisphere Institute for Security Cooperation (WHINSEC)
Officer Advanced Course (Combined Arms Battle Command Course)	Warrant Officer Advanced Course (WOAC)	Basic Noncommissioned Officer Course (BNCOC)	
Combined Arms and Services Staff School (CAS3)— (Combined Arms Staff Course)	Warrant Officer Staff Course (WOSC)	Advanced Noncommissioned Officer Course (ANCOC)	
Command and General Staff Officer Course (CGSOC) (Intermediate Leader Education)	Warrant Officer Senior Staff Course (WOSSC)	Battle Staff NCO Course (BSNCO)	
Advanced Military Study Program (AMSP)	Warrant Officer Education System Common Core	First Sergeant Course (FSC)	

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Pre-Command Course (PCC)—DA and Proponent (minus IMT).		Sergeant Majors Course (SMC)	
Officer Education System Common Core		Command Sergeant Major Course (CSMC)	
OES Transformation Pilot Courses		Noncommissioned Officer Education System Common Core	

AAC—IMT

Enlisted	Functional	Officer and Warrant Officer
Basic Combat Training (BCT)	Drill Sergeant School (DSS)	Warrant Officer Candidate School (WOCS)
Advanced Individual Training (AIT)	Recruiting and Retention School (RRS)	Officer Candidate School (OCS)
One Station Unit Training (OSUT)	Cadre Training Course (CTC)	Basic Officer Leadership Course (BOLC) Phase I (ROTC)
	Support Cadre Training Course (SCTC)	BOLC Phase II
	Installation Staff Commander's Training Course (ISCTC)	AAC Pre-Command Courses

5. **Schedule**. Draft schedule reflects current planning and coordination. CAC and AAC QAOs will coordinate with Proponents to finalize dates. Assistance visits reflect a goal—assistance visit first, then an accreditation visit 12 to 18 months thereafter. These assistance visit dates are for planning only at this point until resources—people and travel dollars—are available to the AAC and CAC QAO.

FY04 CAC QA Assistance and Accreditation (**) Schedule

1st QTR	2nd QTR	3rd QTR	4th QTR
Oct	Jan	Apr	Jul
	**USASMA	FA—Fort Sill	WHINSEC **IN Fort Benning

Nov	Feb	May	Aug
**MI Fort Huachuca	**SC Fort Gordon	**WOCC	OD APG
Dec	Mar	Jun	Sep
	**CGSC	AR Fort Knox	MANSCEN

FY05 CAC QA Assistance (**) and Accreditation Schedule

1st QTR	2nd QTR	3rd QTR	4th QTR
Oct	Jan	Apr	Jul
AD Fort Bliss	USASMA	**SSI Fort Jackson	IN Fort Benning
Nov	Feb	May	Aug
**OMMS Redstone Arsenal	CGSC	WOCC	**QM/ALMC Fort Lee
Dec	Mar	Jun	Sep
	MI Fort Huachuca	**TC Fort Eustis	SC Fort Gordon

FY06 CAC QA Assistance and Accreditation Schedule

1st QTR	2nd QTR	3rd QTR	4th QTR
Oct	Jan	Apr	Jul
SC Fort Gordon	**OD APG	SSI Fort Jackson	**WHINSEC & IN Fort Benning

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Nov	Feb	May	Aug
OMMS Redstone Arsenal		**AR Fort Knox	QM/ALMC Fort Lee
Dec	Mar	Jun	Sep
	**USASMA & AD Fort Bliss	TC Fort Eustis **JAG (UVA)	**OD (APG)

FY07 CAC QA Assistance and Accreditation Schedule

1st QTR	2nd QTR	3rd QTR	4th QTR
Oct	Jan	Apr	Jul
QM/ALMC Fort Lee	OD (APG)	**MANSCEN	
Nov	Feb	May	Aug
**AV Fort Rucker		JAG (VA)	**FA Fort Sill
Dec	Mar	Jun	Sep
	USASMA & AD Fort Bliss	AR Fort Knox	